KAVERI

COMPANION WORKBOOK

Reading Guide · Comprehension · Hindi Vocabulary · Solved Exercises with Reasoning

Class IX · English · Based on the NCERT Textbook Kaveri (First Edition, January 2026)

Name: _____

Class & Section: _____

School: _____

Roll No.: _____

How to use this workbook: This companion is designed to be used alongside your own copy of the NCERT Kaveri textbook. Each unit gives you a Reading Guide pointing to the exact pages to read, followed by original comprehension questions, a Hindi glossary of difficult words, and a fully solved exercise with reasoning explained for every answer.

Contents

Every unit below follows the same four-part pattern: Reading Guide → Comprehension Questions → Hindi Vocabulary → Solved Exercise (with Reasoning) — first for the prose piece, then for the poem.

Unit	Prose Piece	Poem
Unit 1	How I Taught My Grandmother to Read (prose)	Bharat Our Land (poem)
Unit 2	The Pot Maker (prose)	Gifts of Grace: Honouring Our Vocations (poem)
Unit 3	Winds of Change (prose)	Canvas of Soil (poem)
Unit 4	Vitamin-M (prose)	I Cannot Remember My Mother (poem)
Unit 5	The World of Limitless Possibilities (prose)	Nine Gold Medals (poem)
Unit 6	Twin Melodies (prose)	A Friend Found in Music (poem)
Unit 7	Carrier of Words (prose)	Words (poem)
Unit 8	Follow That Dream (prose)	Believe in Yourself (poem)

Unit 1 | How I Taught My Grandmother to Read

Prose piece by Sudha Murthy

A granddaughter's daily reading of a serialised Kannada novel to her grandmother quietly sparks the older woman's own determination to learn to read.

Reading Guide

Read the prose piece in your Kaveri textbook at the pages shown below. Use this table to guide your reading — it does not repeat the textbook's own text.

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	1–2	Before reading, think about the elders in your own family and their relationship with reading and writing.
Reading for Meaning – Part 1	2–6	Follow how the narrator's evenings with her grandmother, built around the serialised novel Kashi Yatre, begin and grow.
Reading for Meaning – Part 2	7–9	Notice carefully what happens when the narrator returns from a village wedding and finds her grandmother in tears.
Critical Reflection	10–12	Reflect on why the grandmother finally decides to learn to read for herself.
Vocabulary and Structures in Context	13–16	Study the new words and sentence patterns drawn from the story.
Listen, Speak and Write	17–20	Complete the listening, speaking, and writing tasks connected to the unit's theme of literacy.

Comprehension Questions

Q1. What kind of relationship did the narrator share with her grandmother before the reading sessions began? Support your answer with two details from the story.

Q2. Why do you think the narrator's grandmother looked forward to Wednesdays so eagerly?

Q3. What does the grandmother's habit of being able to “repeat the entire text by heart” reveal about her memory and her involvement with the story?

Q4. Describe the scene in which the narrator returns from the wedding. Why was she alarmed?

Q5. What reason did the grandmother finally give for being upset? What does her explanation show about her feelings of dependence?

Q6. In what way is the grandmother's decision to learn to read an act of quiet courage?

Q7. What does the story suggest about the value of literacy for people of any age?

Q8. The story is titled “How I Taught My Grandmother to Read.” Suggest an alternative title and justify your choice.

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
narrator	□□□□□□□ / □□□□□□ □□□□	the person telling the story
episode	□□□□ / □□□□□□	one part of a serial story
protagonist	□□□□□ □□□□□	the main character of a story
concentration	□□□□□□□□	close attention on one thing
convincing	□□□□□□□□□ / □□□□□□□□□□	believable, persuasive
ardent	□□□□□ / □□□□□ □□□□□ □□□□	very eager or passionate
savouring	□□□□ □□□□	enjoying something fully
determination	□□□□ □□□□□□	firmness of purpose
courtyard	□□□□	an open space enclosed by walls/a house
insist	□□□□ □□□□ / □□□□□ □□□□	to demand firmly
independent	□□□□□□□□	not depending on others

Solved Exercise (with Reasoning)

Q1. *The grandmother in the story never went to school, yet she "identified herself with the novel's protagonist." What does this tell us about the power of stories?*

Answer: It shows that stories can create a deep emotional connection between a listener and a character, regardless of the listener's own education or background.

Reasoning: *The story tells us the grandmother saw her own unfulfilled longing (to visit Kashi) reflected in the old lady's story, even without being able to read it herself — this shows storytelling builds empathy and self-recognition even without formal literacy, which is exactly why she was moved enough to eventually pursue reading.*

Q2. *Was it in character for a person who had "never cried even in the most difficult situations" to be found in tears? Explain using evidence from the story.*

Answer: No, it was unusual — and that is precisely why the narrator was so alarmed.

Reasoning: *The story explicitly establishes the grandmother's stoic nature, so her tears act as a strong narrative signal that something significant had happened. In this case, it was her distress at missing an episode of the story while the narrator was away, revealing how emotionally invested she had become.*

Q3. *Identify the cause-and-effect relationship between the narrator's week-long absence and the grandmother's eventual decision to learn to read.*

Answer: Cause: the narrator was away for a week and could not read the weekly episode to her grandmother. Effect: the grandmother missed the story badly and realised how dependent she was on someone else for something she cared about — this dependence became the trigger for her resolve to learn to read.

Reasoning: *This is a classic cause-effect chain in narrative writing: an external event (absence) exposes an internal need (independence), which then drives the character's decision.*

Q4. *In your own words, write two sentences on why an adult (not a child) might feel proud on the day they read their first sentence unaided.*

Answer: Sample answer: An adult who learns to read as a grown-up often feels proud because it represents a personal victory over years of dependence on others. It also gives them the freedom to access information and stories on their own terms, at any time they choose.

Reasoning: *This is an open-ended reflective question that checks whether the student has understood the story's central theme of dignity and self-reliance through literacy, rather than testing factual recall.*

Unit 1 (Poem) | Bharat Our Land

A patriotic poem celebrating India's natural grandeur and its spiritual and philosophical heritage, built around the recurring refrain ‘she's peerless’.

Reading Guide

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	23–24	Recall lines from the National Anthem and think about what 'Jaya He' means to you.
Reading the Poem	24–25	Read the poem aloud, noting the recurring refrain and the allusions to Himavant and the Upanishads.
Check Your Understanding & Critical Reflection	25–29	Study the poetic devices — symbolism, hyperbole, allusion — used through the poem.

Comprehension Questions

Q1. What effect does the repeated refrain ‘she's peerless’ have on the tone of the poem?

Q2. Identify one allusion the poet uses to India's ancient heritage, and explain what quality of India it is meant to highlight.

Q3. Why might a poet choose personification (referring to the nation as ‘she’) when writing a patriotic poem?

Q4. How does the poem connect the physical landscape of India (mountains, rivers) with its spiritual and philosophical traditions?

Q5. In your own words, summarise the central message of the poem in two sentences.

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
peerless	□□□□□□□□ / □□□□□□□	having no equal
allusion	□□□□□□□□ □□□□□□	an indirect reference
heritage	□□□□□□	inherited culture or tradition
hyperbole	□□□□□□□□□□	deliberate exaggeration
symbolism	□□□□□□□□□	use of symbols to represent ideas
refrain	□□□ / □□□□□□□□□□ □□□□□□	a repeated line in a poem/song
spiritual	□□□□□□□□□□	relating to the soul, not material things
grandeur	□□□□□□	impressiveness, splendour

Solved Exercise (with Reasoning)

Q1. *A poem that repeats a line like ‘she's peerless’ after every stanza is using a refrain. What is the purpose of a refrain in poetry generally?*

Answer: A refrain reinforces the central idea of the poem and creates a musical, chant-like rhythm that makes the message more memorable.

Reasoning: *Repetition in poetry works like repetition in a slogan or song: returning to the same words ensures the reader cannot miss the poem's core claim, and it also gives the poem a sense of unity across stanzas.*

Q2. *Give one example of hyperbole from everyday speech (not from the poem) and explain why speakers use it.*

Answer: Example: 'I've told you a million times!'

Reasoning: *Hyperbole is deliberate exaggeration used for emphasis rather than literal truth — speakers (and poets) use it to intensify emotion and make a statement more striking than plain, literal language would.*

Q3. *Why do poets often draw on allusions to ancient texts (like the Upanishads) rather than simply stating facts about a country's history?*

Answer: Allusions let the poet suggest deep meaning briefly, trusting the reader to recall the larger idea behind the reference.

Reasoning: *An allusion works through economy — instead of explaining an idea at length, the poet gestures to something the reader may already associate with wisdom or antiquity, enriching the poem without lengthening it.*

Unit 2 | The Pot Maker

Prose piece

Sentila's quiet determination to become a potter like her mother and grandmother, despite her mother Arenla's initial preference that she take up weaving instead.

Reading Guide

Read the prose piece in your Kaveri textbook at the pages shown below. Use this table to guide your reading — it does not repeat the textbook's own text.

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	33	Think about vocations you have seen passed down within a family.
Reading for Meaning – Part 1	34–37	Follow Sentila's early fascination with pot-making and her mother Arenla's resistance.
Reading for Meaning – Part 2	38–41	Notice the role Sentila's grandmother, Onula, plays in her growth as a potter.
Critical Reflection	42–44	Reflect on how the story resolves the conflict between mother and daughter.
Vocabulary and Structures in Context	45–47	Study new words and their sentence patterns.
Listen, Speak and Write	48–51	Complete the listening, speaking, and writing tasks connected to vocations.

Comprehension Questions

Q1. Why did Sentila keep her interest in pot-making a secret from her mother at first?

Q2. What reason did Arenla give for not wanting to teach Sentila pot-making? What does this reveal about her own experience of the craft?

Q3. Describe the physical effort involved in collecting clay from the riverbank. Why do you think the writer included these details?

Q4. What role does Onula (the grandmother) play in Sentila's journey?

Q5. Trace how Sentila's relationship with pot-making changes from a secret passion to an accepted skill over the course of the story.

Q6. Do you think Sentila's mother eventually changes her attitude towards her daughter's choice? Give reasons based on how the story is likely to resolve.

Q7. What does the story suggest about the importance of allowing children to choose their own path or vocation?

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
vocation	□□□□ / □□□□□□	an occupation one feels called to
weaving	□□□□□	the craft of making cloth from thread

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
indifference	□□□□□□□□	lack of interest or concern
pittance	□□□□ □□ □□□□	a very small amount of money
spatula	□□□□□□	a flat tool used for shaping or lifting
cylinder	□□□□ / □□□□□□□□ □□□□□	a tube-shaped solid or hollow object
riverbank	□□□ □□	the land alongside a river
potter	□□□□□□□	a person who makes clay pots
craft	□□□□□ / □□□□□□□□	a skilled trade or art
determination	□□□□ □□□□□□	firmness of purpose
insistence	□□□□	the act of demanding something firmly
outgrow	□□□□ □□□□ □□□□ □□□□	to stop having an interest as one matures

Solved Exercise (with Reasoning)

Q1. *Sentila's mother says pot-making "brought no joy" to her and "only a pittance." What kind of conflict does this create in the story?*

Answer: It creates a conflict between a parent's own tired, disillusioned experience of a craft and a child's fresh enthusiasm for that very craft.

Reasoning: *Arenla's words are shaped by her personal hardship (low income, hard physical labour), while Sentila has not yet experienced that hardship and instead feels only the pull of curiosity and admiration — this gap between lived experience and aspiration is a common source of tension in coming-of-age stories.*

Q2. *If you were Sentila, would you tell your mother about your interest sooner, or keep practising in secret first? Justify your choice.*

Answer: Answers will vary; either choice is acceptable if justified.

Reasoning: *This is a values-based, personal-response question. What is being assessed is not a single 'right' answer but whether the student can weigh the risk of parental disapproval against the value of honesty, using evidence from Sentila's own experience in the story.*

Q3. *The riverbank clay is described as sixteen kilometres away, requiring a climb down a steep slope. What technique is the writer using by including this specific, precise detail?*

Answer: The writer is using concrete, specific detail to make the hardship of the craft feel real and immediate to the reader, rather than simply stating that pot-making is hard work.

Reasoning: *Precise numbers and sensory details (distance, steepness) are a narrative technique — showing rather than telling — that lets readers feel the physical cost of a skill instead of just being told about it in the abstract.*

Q4. *Complete the analogy: Sentila is to pot-making as an athlete is to _____. Explain your choice.*

Answer: training / their sport.

Reasoning: *Both relationships involve someone drawn to a skill, practising it informally at first, facing resistance or hardship, and building competence through repeated, determined effort — the analogy tests whether the underlying pattern (passion + practice + persistence) is recognised, not the surface details.*

Unit 2 (Poem) | Gifts of Grace: Honouring Our Vocations

A lyrical tribute to everyday vocations — carpenters, boatmen, cooks — celebrating the dignity and artistry of skilled, honest work.

Reading Guide

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	57	Think about riddles connected to different vocations.
Reading the Poem	58–59	Read the poem and notice how each stanza honours a different vocation.
Check Your Understanding & Critical Reflection	60–63	Study how the poem builds its tribute stanza by stanza.
Vocabulary and Structures in Context	64–66	Study new words drawn from the poem.

Comprehension Questions

Q1. Why might the poet choose the word ‘gifts’ rather than simply ‘skills’ or ‘jobs’ in the title?

Q2. Name two vocations you would expect a poem like this to mention, and suggest what clues might help a reader identify them in a riddle.

Q3. What does the poem suggest about how society usually values physical or manual work, compared to how it should be valued?

Q4. How does honouring a range of vocations (rather than just one) strengthen the poem's overall message?

Q5. Write one line, in the style of the poem, honouring a vocation not likely to be mentioned in it (for example, a farmer, a tailor, or a driver).

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
vocation	□□□□□□ / □□□□	a chosen occupation or calling
dignity	□□□□□	a sense of self-respect and worth
artistry	□□□□□□□□□	creative skill in a craft
honouring	□□□□□□ □□□□	showing high regard for
individuality	□□□□□□□□□□ / □□□□□□□□□	the quality of being distinct
sincere	□□□□□□□□ / □□□□□	genuine, without pretence
grace	□□□□□□□ / □□□□□□□	elegance and refinement
preserve	□□□□□□□□ □□□□	to keep something safe from

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
		loss

Solved Exercise (with Reasoning)

Q1. *In a poem honouring vocations, why might carpentry or boat-rowing be described using words connected to art, like ‘artistry’?*

Answer: Because the poem wants readers to see manual and skilled labour as a creative act, not merely a mechanical or repetitive task.

Reasoning: *Associating vocations with 'art' elevates their status in the reader's mind — a persuasive technique poets use to challenge the assumption that only certain jobs (like painting or music) deserve to be called creative.*

Q2. *Give one real-world example of a vocation that deserves more recognition than it usually gets, and explain why, using the idea of ‘grace in honest work’ as your reasoning.*

Answer: Answers will vary — for example, a sweeper, a mason, or a bus conductor.

Reasoning: *This question checks whether the student can transfer the poem's central idea (dignity in all sincere work) to a new, personal context, which is a higher-order comprehension skill (application) rather than simple recall.*

Q3. *A poem honouring vocations might use riddles about them. What skill does a riddle format require of the reader that a direct description would not?*

Answer: A riddle requires the reader to actively infer the answer from indirect clues, rather than being told the answer directly.

Reasoning: *The reader must connect clues (materials used, actions performed, tools mentioned) to arrive at the vocation themselves, which engages inferential reading skills rather than simple recall.*

Unit 3 | Winds of Change

Expository article

An article on the traditional Indian hand fan (pankha) — its regional variations, craftsmanship, and cultural symbolism.

Reading Guide

Read the prose piece in your Kaveri textbook at the pages shown below. Use this table to guide your reading — it does not repeat the textbook's own text.

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	69	Think about hand fans used in your own family or region.
Reading for Meaning	70–73	Read about the regions, materials, and craftsmanship associated with different pankhas.
Check Your Understanding	73–74	Check your grasp of the regional details covered.
Critical Reflection	74–75	Reflect on the challenges facing pankha-artisans today.
Vocabulary and Structures in Context	76–78	Study new words from the article.
Listen, Speak and Write	79–81	Complete the listening and speaking tasks connected to traditional crafts.

Comprehension Questions

Q1. Name at least two regions you might expect an article on pankhas to mention, and the type of pankha likely associated with each.

Q2. What materials are traditionally used to make pankhas, based on your reading?

Q3. Why might an article call pankha craftsmanship both ‘aesthetically pleasing’ and functional?

Q4. What challenges might traditional pankha-artisans face in the age of electric fans and air-conditioning?

Q5. How does the article likely connect the pankha to the idea of ‘sustainable livelihood’?

Q6. Why do you think the article is titled ‘Winds of Change’ rather than simply ‘The Traditional Hand Fan’?

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
craftsmanship	□□□□□-□□□□	skill in making things by hand
artisan	□□□□□□□□ / □□□□□□	a skilled craftsperson
indigenous	□□□□□□□ / □□□□	native to a particular place
sustainable	□□□ / □□□□□	able to continue without depleting resources

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
heritage	□□□□□□	inherited culture or tradition
intricate	□□□□ / □□□□□	very detailed and complex
aesthetically	□□□□□□□□□□ □□□ □□	in a way pleasing to the eye
livelihood	□□□□□□□	a means of earning a living
tradition	□□□□□□	customs passed down through generations
symbolism	□□□□□□□□□	use of symbols to represent ideas
regional	□□□□□□□□□	relating to a particular area
industrious	□□□□□□□□	hard-working

Solved Exercise (with Reasoning)

Q1. *An article describes pankha-making as both a livelihood and a cultural symbol. Which of these two aspects do you think is more at risk today, and why?*

Answer: The livelihood aspect is generally more at risk, because cultural symbolism can survive in museums or festivals even after the trade itself declines economically.

Reasoning: *Economic viability depends on continued demand and fair prices for artisans, threatened by cheap, mass-produced alternatives (electric fans). Cultural memory, by contrast, can be preserved through documentation or festivals even without commercial demand — the two risks operate on different timelines.*

Q2. *'Sustainable livelihood' is a term often used in such articles. Define it in your own words and give one example unrelated to pankha-making.*

Answer: A sustainable livelihood is a way of earning a living that can continue over a long time without depleting the resources or skills it depends on. Example: organic farming.

Reasoning: *The key idea is long-term continuity — organic farming fits because it aims to preserve soil fertility for future seasons, the same underlying principle as preserving artisan skills and materials for future pankha-makers.*

Q3. *Why might a writer use the word 'intricate' instead of 'detailed' or 'complicated' to describe pankha designs?*

Answer: 'Intricate' specifically suggests fine, delicate, closely interwoven detail — it carries a more admiring tone than 'complicated,' which can sound negative or confusing.

Reasoning: *Word choice (diction) shapes the reader's attitude toward the subject — an article praising a craft would deliberately choose words with positive connotations to build the reader's appreciation.*

Q4. *List two ways a school or local community could help support traditional pankha-artisans.*

Answer: Sample answers: organising craft fairs or exhibitions to sell pankhas directly to buyers; inviting artisans for workshops so students learn and value the skill firsthand.

Reasoning: *This application question extends the article's implicit argument — that traditional crafts need support — into concrete, local action, testing comprehension of the article's purpose rather than only its facts.*

Unit 3 (Poem) | Canvas of Soil

Gardening imagined as an artistic act — soil as canvas, seeds as brushstrokes.

Reading Guide

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	86	Discuss what you notice in a garden, and look at a picture of a garden alongside a painting.
Reading the Poem	86–88	Read the poem and follow the central comparison between gardening and painting.
Check Your Understanding & Critical Reflection	88–92	Study the poetic devices and stanza summaries.
Vocabulary and Structures in Context	92–93	Study new words drawn from the poem.

Comprehension Questions

Q1. Explain the central metaphor of the poem: how might the poet compare a garden to a painting?

Q2. Identify one colour you would expect the poem to mention, and the image or feeling it might be meant to evoke.

Q3. Why is gardening an apt subject for a poem about art, when it is usually thought of as a practical or scientific activity?

Q4. What might a phrase like ‘life's journey and growth’, associated with a garden, suggest about the poem's deeper meaning beyond gardening itself?

Q5. Do you think comparing a garden to a ‘canvas’ with ‘brushstrokes’ works well? Explain briefly.

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
canvas	□□□□□ / □□□□□□□□	the surface on which a painting is made
palette	□□□□□□	a board for mixing paint colours
brushstroke	□□□□ □□ □□□□	a single mark made with a paintbrush
harmony	□□□□□□□□	a pleasing combination of elements
imagery	□□□□□□□□□	descriptive, image-forming language
metaphor	□□□□	a direct comparison without 'like' or 'as'
diversity	□□□□□□□	a range of different things

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
poetic device	□□□□□ □□□□□□	a technique used to create effect in poetry

Solved Exercise (with Reasoning)

Q1. *A poet compares a garden to a painter's canvas. What kind of figure of speech is this, and how is it different from a simile?*

Answer: This is a metaphor — a direct comparison stating one thing IS another (soil is a canvas), without using ‘like’ or ‘as’, unlike a simile.

Reasoning: *The distinguishing feature between metaphor and simile is the presence or absence of comparison words like/as — a metaphor asks the reader to fully accept the identification, creating a stronger, more immersive image than a simile would.*

Q2. *Why might a poet choose ‘brushstrokes’ specifically, instead of a more general word like ‘shapes’ or ‘patterns’, to describe seeds?*

Answer: ‘Brushstrokes’ ties the image directly back to the painting metaphor, keeping the imagery consistent throughout the poem.

Reasoning: *Good extended metaphors use vocabulary from a single connected field (here, painting: canvas, palette, brushstrokes) so every image reinforces the same comparison rather than introducing an unrelated idea.*

Q3. *A poem might link gardening to ‘harmony and diversity.’ Explain this idea using an example from a garden you have seen or imagined.*

Answer: Sample answer: A garden with roses, marigolds, and green shrubs growing together shows diversity (different plants) existing in harmony (arranged so they complement rather than crowd each other).

Reasoning: *This question checks whether the student can connect an abstract poetic idea to a concrete, observable example, which demonstrates real comprehension rather than a memorised definition.*

Unit 4 | Vitamin-M

Prose piece

A story about Ravi's Grandpa, whose fading memory worries the family, exploring patience, empathy, and the emotional bond between generations.

Reading Guide

Read the prose piece in your Kaveri textbook at the pages shown below. Use this table to guide your reading — it does not repeat the textbook's own text.

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	97–98	Think about your own experience with an elderly person at home or in your neighbourhood.
Reading for Meaning – Part 1	98–102	Notice how Grandpa's forgetfulness is first introduced through the family's daily life.
Reading for Meaning – Part 2	103–106	Follow the incident that makes the family fear Grandpa is lost.
Reading for Meaning – Part 3	107–109	See how Ravi's discovery helps resolve the family's worry.
Critical Reflection	109–111	Reflect on how the story asks readers to see ageing with empathy.
Vocabulary and Structures in Context	111–115	Study new words from the story.
Listen, Speak and Write	116–120	Complete the listening, speaking, and writing tasks connected to family and memory.

Comprehension Questions

Q1. Why does Ravi's mother wish for an invented ‘Vitamin-M’? What does this reveal about the family's daily challenge?

Q2. Why does Ravi say ‘Shh...Grandpa'll hear you’ when his mother makes this comment?

Q3. Give two examples you might expect from the story of Grandpa's forgetfulness or confusion.

Q4. Describe the incident that makes Ravi's mother fear Grandpa is lost. How might the family members react?

Q5. What might Ravi discover about Grandpa's behaviour that helps resolve the family's worry?

Q6. In what way does the story ask the reader to see Grandpa's actions with empathy rather than only frustration?

Q7. What do you think the title ‘Vitamin-M’ ironically suggests about how families sometimes wish to ‘fix’ ageing, rather than understand it?

Q8. Based on the story's theme, suggest two practical ways a family could support an elderly relative with memory difficulties.

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
frail	□□□□□□ / □□□□□□	physically weak, especially with age
shuddered	□□□□ □□□	trembled, usually from fear or cold
poky	□□□	small and uncomfortable
forbid	□□□ □□□□	to order someone not to do something
pottering	□□□□□□ □□□□□-□□□□□	moving about doing small, unhurried tasks
winced	□□□□ □□ □□□□□ □□□□□□□□	made a face showing pain or discomfort
confused	□□□□□□	unable to think clearly
embarrassed	□□□□□□□□	feeling awkward or ashamed
dilemma	□□□□□□	a difficult choice between options
elderly	□□□□□□□□ / □□□□□	old, advanced in age
memory	□□□□□□	the ability to recall information
detective	□□□□□ / □□□□	one who investigates to find something out

Solved Exercise (with Reasoning)

Q1. *Ravi's mother uses the word ‘Vitamin-M’ as a joking, wishful phrase. What tone does this create at the start of the story — comic, tragic, or a mix of both? Explain.*

Answer: A mix of both — the joke is light-hearted on the surface, but it also reveals a real, ongoing worry underneath.

Reasoning: *The playful invented name for a memory pill signals humour, but the fact that the family needs such a 'solution' at all, and immediately hushes because Grandpa might hear, shows an undertone of real concern and sensitivity — this blend of humour and pathos is common in family-life fiction.*

Q2. *If Ravi's mother's comment had been said in front of Grandpa instead of in a whisper, how might the story's tone have changed?*

Answer: It would likely have felt harsher or more hurtful, shifting the tone from gentle, sympathetic humour toward embarrassment or conflict.

Reasoning: *The whisper is itself a clue to how the family feels about Grandpa's dignity — they protect him from overhearing something that could make him feel like a burden, so removing that protective whisper would change the emotional register of the same words entirely.*

Q3. *What is the difference between forgetting something once and having a ‘frail’ memory as an ongoing condition, as suggested for Grandpa?*

Answer: Forgetting something once is a normal, occasional lapse; a frail memory, as suggested for Grandpa, is a persistent pattern that shapes how the family plans around him.

Reasoning: *Repeated references to memory across the story (not a single incident) indicate a chronic pattern rather than an isolated slip — recognising this distinction helps readers understand why the family behaves protectively and vigilantly rather than casually.*

Q4. *Complete this cause-and-effect statement based on the story's likely plot: Because Grandpa _____, the family _____.*

Answer: Sample: Because Grandpa wandered off and became disoriented, the family grew anxious and searched for him.

Reasoning: *This exercise tests the ability to identify the central narrative cause-effect chain that usually drives this kind of story — an elderly character's lapse triggering a family's fear and eventual reunion or relief.*

Q5. *Why might the writer choose Ravi (a grandchild) rather than an adult to be the one who understands or finds Grandpa?*

Answer: A grandchild's perspective often shows more patience and unconditional affection, which highlights the story's message that empathy toward the elderly does not require having 'solved' ageing, only care and attention.

Reasoning: *In many intergenerational stories, children act as a bridge between generations because they are less burdened by caregiving stress than the middle generation, allowing the narrative to show a gentler, more hopeful resolution.*

Unit 4 (Poem) | I Cannot Remember My Mother

A child's sensory memories of a mother, exploring how presence and absence can coexist through emotional memory.

Reading Guide

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	126	Discuss memories from your own early childhood.
Reading the Poem	127–128	Read the poem, noting its repeated line and sensory imagery.
Check Your Understanding & Critical Reflection	128–132	Study how the poem builds meaning through the senses.
Vocabulary and Structures in Context	133–134	Study new words drawn from the poem.

Comprehension Questions

Q1. Why might a poem repeat a line like ‘I cannot remember my mother’ throughout, instead of stating it only once?

Q2. A poem like this often uses sensory words (smell, touch, sound). Why might sensory memory be more powerful than factual memory for a young child?

Q3. What emotion do you think dominates such a poem — sadness, comfort, or a mixture? Justify your answer.

Q4. How can someone ‘remember’ a person they cannot consciously recall, according to the poem's central idea?

Q5. Write two lines, in your own words, describing a sensory memory of someone important to you.

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
sensory	□□□□□□□-□□□□□□	relating to the physical senses
olfactory	□□□ □□ □□□□□□□	relating to the sense of smell
auditory	□□□□□-□□□□□□	relating to the sense of hearing
memory	□□□□□□	the ability to recall information
coexist	□□-□□□□□□□□ □□□ □□□□	to exist together at the same time
absence	□□□□□□□□□□	the state of being away or missing
presence	□□□□□□□□	the state of being present
nurture	□□□□ □□□□	to care for and help grow

Solved Exercise (with Reasoning)

Q1. *What is a ‘refrain’, and what is its likely effect in a poem whose title is also its most repeated line?*

Answer: A refrain is a line or phrase repeated at intervals in a poem; here it likely deepens the poem's aching, searching tone each time it recurs.

Reasoning: *Because the refrain is also the title, its repetition keeps drawing the reader back to the poem's central paradox — trying to remember someone through impressions rather than clear memory — reinforcing the emotional weight through structure, not just word choice.*

Q2. *Explain the idea of ‘sensory memory’ using an example from your own experience (a smell, sound, or touch that reminds you of someone or somewhere).*

Answer: Answers will vary — for example, the smell of rain reminding someone of a grandmother's garden.

Reasoning: *This question checks whether the student can connect the poem's abstract technique (sensory imagery evoking memory) to their own lived experience, which goes beyond simply defining the term.*

Q3. *Why might presence and absence ‘coexist’ in memory, as such a poem might suggest? Give a brief explanation in your own words.*

Answer: A person can feel someone's absence strongly precisely because traces of their presence — a scent, a sound, a habit — remain in the rememberer's senses and surroundings.

Reasoning: *This paradox works because memory is not purely factual — sensory and emotional traces can persist and feel vivid even when detailed, conscious recollection has faded, an emotional truth many elegiac poems explore.*

Unit 5 | The World of Limitless Possibilities

Interview with Paralympian Dr Deepa Malik

An interview exploring Paralympian Dr Deepa Malik's journey from personal adversity to global sporting acclaim.

Reading Guide

Read the prose piece in your Kaveri textbook at the pages shown below. Use this table to guide your reading — it does not repeat the textbook's own text.

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	137–138	Look at the picture of a para-athlete and complete the table about the Paralympics.
Reading for Meaning	138–143	Read the interview and follow Dr Malik's account of her journey.
Check Your Understanding	143–144	Check your grasp of the interview's factual details.
Critical Reflection	144–146	Reflect on the interview's deeper message about ability.
Vocabulary and Structures in Context	147–151	Study new words from the interview.
Listen, Speak and Write	152–155	Complete the listening, speaking, and writing tasks.

Comprehension Questions

Q1. According to the article's introduction, when did India make its Paralympics debut, and when did it win its first medal?

Q2. What honours (awards) has Dr Deepa Malik received, based on the introduction?

Q3. Based on the interview format, what kind of ‘choices’ does Dr Malik say she had when facing her disability?

Q4. Dr Malik mentions she ‘loved sports and had been a swimmer too.’ How might her sporting background have shaped her response to disability?

Q5. What does Dr Malik seem to believe about the relationship between ‘ability’ and ‘disability’, based on the interview's title?

Q6. Why might an interview format (questions and answers) be more powerful for this subject than a straightforward biographical article?

Q7. What message do you think the interview offers to readers who may be facing their own difficult circumstances?

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
resilience	□□□□□□□ / □□□□□□□□	the ability to recover quickly from difficulty

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
locomotor	□□□□□□□□□	relating to movement, especially of the limbs
quell	□□□□□ / □□□□ □□□□	to suppress or put an end to
indelible	□□□□	unable to be forgotten or removed
stereotype	□□□□□□□□□ □□□□□	a fixed, oversimplified idea about a group
disability	□□□□□□□□□□	a physical or mental condition that limits movement/senses/activities
perception	□□□□□	the way something is understood or seen
inspirational	□□□□□□□□□□□	encouraging or motivating others
squander	□□□□□□ □□□□	to waste carelessly
incredible	□□□□□□□□□□	hard to believe, extraordinary
spectator	□□□□□	a person watching an event
globally	□□□□□□□ □□□□ □□	throughout the world

Solved Exercise (with Reasoning)

Q1. *An article's introduction states Paralympics 'go beyond competition, to quell stereotypes.' What stereotype do you think is being referred to here?*

Answer: The stereotype that a physical disability automatically limits a person's strength, skill, or achievement.

Reasoning: *The word 'quell' (to suppress) used with 'stereotypes' implies the Paralympics actively works against a common but false assumption — the surrounding context (celebrating 'resilience' and 'extraordinary talent') tells us exactly which assumption is being challenged.*

Q2. *Why might an interviewer choose to print a subject's own first-person responses rather than simply describing her achievements in the third person?*

Answer: First-person, direct-quote responses let the reader hear the subject's own voice and reasoning, which feels more authentic and persuasive than a narrator summarising her attitude.

Reasoning: *Interviews are chosen specifically for subjects whose personal voice adds credibility or emotional force — a third-person account can state facts, but only a direct quotation can convey tone, conviction, and personality as effectively.*

Q3. *Explain the meaning of 'resilience' using an example unrelated to sports.*

Answer: Sample: A student who fails an exam but studies harder and improves next time is showing resilience.

Reasoning: *Resilience specifically means recovering from a setback and continuing forward, not simply 'trying hard' — a good example must show both a difficulty and a recovery, distinguishing it from related words like 'determination' alone.*

Q4. *What is the difference between 'ability' and 'disability' as words, and how might an interview titled 'The World of Limitless Possibilities' play with this difference?*

Answer: ‘Disability’ literally contains ‘ability’ with a prefix suggesting its absence or limitation; a title like this reverses that assumption by focusing on ability without limit.

Reasoning: *Recognising the word-formation (prefix 'dis-' + 'ability') helps explain why such framing feels pointed — it deliberately contradicts the narrower meaning suggested by the word's structure, making a rhetorical statement through the title alone.*

Q5. *Based on the interview's likely themes, write one sentence of advice Dr Malik might give a young person facing a major setback, using ‘resilience’ correctly.*

Answer: Sample: ‘Whatever happens, treat every setback as a starting point for resilience, not an end point for your dreams.’

Reasoning: *This exercise checks both correct usage of a target vocabulary word in original context and comprehension of the interview's overall motivational theme.*

Unit 5 (Poem) | Nine Gold Medals

A poem capturing a moment at the Special Olympics where athletes choose empathy over competition.

Reading Guide

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	156–157	Discuss the difference between empathy and sympathy before reading.
Reading the Poem	157–158	Read the poem and follow the race it describes.
Check Your Understanding & Critical Reflection	158–162	Study how the poem builds toward its central moment of solidarity.
Vocabulary and Structures in Context	162–163	Study new words drawn from the poem.

Comprehension Questions

Q1. What is unusual about the ‘victory’ such a poem might describe, compared to a typical sports race?

Q2. Why might a poet title a poem ‘Nine Gold Medals’ instead of naming just one winner?

Q3. What value does such a poem seem to celebrate more — individual achievement or collective compassion? Explain.

Q4. Describe the image of a ‘standing ovation’ — why might spectators react this way to the athletes' choice?

Q5. What broader lesson about inclusivity might a poem like this be trying to teach, beyond the world of sports?

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
solidarity	□□□□□□□	unity based on shared feeling or purpose
empathy	□□□□□□□□□	the ability to understand another's feelings
inclusivity	□□□□□□□□□	the practice of including everyone
spectator	□□□□□	a person watching an event
celebration	□□□□□	a joyful occasion or acknowledgement
humanity	□□□□□□	the quality of being humane or kind
standing ovation	□□□□ □□□□ □□ □□ □□□□□□	prolonged applause given while standing

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
compassion	□□□□□	sympathetic concern for others

Solved Exercise (with Reasoning)

Q1. *In a normal race, only one runner receives a medal. Why might a title like ‘Nine Gold Medals’ make sense? What must have happened in the poem for this to be true?*

Answer: All nine runners likely stopped to help a fallen competitor and crossed the finish line together, so every one of them was honoured with a medal.

Reasoning: *The title itself is a clue that overturns the reader's usual expectation of competitive sport (one winner) — recognising this contradiction is the key comprehension step needed before reading the poem's actual account of the event.*

Q2. *Explain the difference between ‘empathy’ and ‘competition’ as such a poem might present them.*

Answer: Competition is about outperforming others to win individually; empathy, as shown in the poem, is about noticing another's difficulty and choosing to help even at personal cost, like losing the race.

Reasoning: *The poem's central twist relies on this contrast — the athletes' choice only feels meaningful to the reader because it deliberately goes against what competitive sport normally rewards.*

Q3. *Why might spectators be described as giving a ‘standing ovation’ rather than just applauding normally?*

Answer: A standing ovation is a more intense, active gesture of appreciation, showing spectators were deeply moved rather than simply pleased.

Reasoning: *Word choice around applause is a common way writers signal the emotional intensity of a moment — choosing 'standing ovation' over 'applause' tells the reader this was an exceptional, moving event.*

Unit 6 | Twin Melodies

Play

A play about Shruti, an aspiring violinist, navigating tension between her father's classical music tradition and her interest in a fusion group.

Reading Guide

Read the prose piece in your Kaveri textbook at the pages shown below. Use this table to guide your reading — it does not repeat the textbook's own text.

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	169–170	Identify stringed instruments and discuss your own experience with music.
Reading Act I	170–174	Meet the characters and the classical music school setting.
Reading Act II	175–177	Follow the rising tension between Shruti and her father.
Reading Act III / Resolution	178–181	See how the family conflict is resolved.
Critical Reflection	182–183	Reflect on the play's message about tradition and innovation.
Vocabulary and Structures in Context	184–187	Study new words and reported speech drawn from the play.
Listen, Speak and Write	188–192	Complete the listening, speaking, and writing tasks.

Comprehension Questions

Q1. List the characters introduced at the start of the play and their relationships to Shruti.

Q2. What is Guru Nabin Sharma's profession, and how might this shape his expectations of Shruti?

Q3. What does the fusion group (with Avinash and Iqbal) represent that is different from Shruti's father's music school?

Q4. Describe the conflict between Shruti and her father as suggested by a line like ‘I suggest you abandon the mission.’

Q5. What might have caused Shruti's father's attitude to shift by the end of the play, given a later line like ‘I trust you, Shruti’?

Q6. Why might the play be titled ‘Twin Melodies’? What two ‘melodies’ or traditions might it refer to?

Q7. What does the resolution of the play suggest about balancing tradition with innovation?

Q8. Playwrights use dialogue, not description, to tell a story. What advantage does this give a story about a family disagreement?

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
fusion	□□□□□□□□□ / □□□□□□□ □□□□	a blend of different styles
classical	□□□□□□□□□	following long-established, traditional forms
rehearsal	□□□□□□□□□□□	a practice session before a performance
philosophical	□□□□□□□□	relating to deep ideas about life
crescendo	□□□□□□□□□□	a gradual increase in loudness in music
tabla	□□□□	a pair of hand drums used in Indian music
flutist	□□□□□□□□□□□	a person who plays the flute
violinist	□□□□□□□□□□	a person who plays the violin
tradition	□□□□□□	customs passed down through generations
innovation	□□□□□□	a new idea or method
reconcile	□□□□ □□□□	to make compatible; to resolve a conflict
ensemble	□□□□□□□□□ / □□□□-□□□□□□□□□	a group of musicians performing together

Solved Exercise (with Reasoning)

Q1. *Why might Guru Nabin Sharma initially say 'I suggest you abandon the mission' to his daughter?*

Answer: As a classical musician and principal of a traditional music school, he likely fears that fusion music dilutes or disrespects the classical tradition he has devoted his life to.

Reasoning: *His professional identity gives him a strong personal stake in classical purity, so his resistance is best understood as protecting something he values deeply, not simply as stubbornness.*

Q2. *What theatrical technique does a playwright use when a father's attitude changes gradually across acts, rather than suddenly in one scene?*

Answer: This is called character development, or a character arc — showing gradual change through several small moments across the play rather than one instant transformation.

Reasoning: *Realistic character change usually requires the audience to see multiple pieces of evidence building toward a shift in belief, which is why plays are often divided into acts, each marking a stage in the character's changing understanding.*

Q3. *Explain the term 'reconcile' using the play's central conflict as your example.*

Answer: To reconcile means to make two different or opposing things compatible; in the play, Shruti attempts to reconcile classical tradition with fusion innovation, and eventually her father does too.

Reasoning: *A good vocabulary explanation connects the dictionary meaning to a specific instance in the text — here, reconciliation isn't abstract; it's demonstrated by the father's shift from opposition to support.*

Q4. *Convert this line into reported speech: Nabin says, “I trust you, Shruti.”*

Answer: Nabin said that he trusted Shruti. (Or, reporting to Shruti directly: Nabin said that he trusted her.)

Reasoning: *Reported speech requires a tense shift (present 'trust' to past 'trusted') and removal of quotation marks, replacing the direct address with the appropriate pronoun.*

Q5. *Why might a play about music include actual musical terms like ‘crescendo’? What effect does specialised vocabulary have on a story's setting?*

Answer: Specialised vocabulary makes the world of the play — a music school, an ensemble — feel authentic and immerses the audience in that specific world.

Reasoning: *Just as a story about the sea might use nautical terms, a story about musicians benefits from real musical vocabulary because it signals expertise and grounds an abstract emotional conflict in a concrete, believable professional setting.*

Unit 6 (Poem) | A Friend Found in Music

Music personified as a dependable friend, offering solace and joy.

Reading Guide

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	194	Share your answers about what you turn to when you need comfort.
Reading the Poem	194–195	Read the poem and notice how music is personified.
Check Your Understanding & Critical Reflection	195–198	Study the emotions and imagery associated with music in the poem.
Vocabulary and Structures in Context	198–199	Study new words drawn from the poem.

Comprehension Questions

Q1. Why might a poet compare music to a ‘friend’ rather than simply describing music as enjoyable?

Q2. What is a refrain, and how might a phrase repeated across stanzas function as one here?

Q3. Explain the phrase ‘feel blue’ — what does it mean, and what kind of language device is being used?

Q4. In what kinds of situations might the speaker of such a poem turn to music?

Q5. Do you personally relate to music, or another art form, as a ‘friend’? Explain briefly.

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
dependable	□□□□□□□□	able to be relied on
solace	□□□□□□□□ / □□□□□□	comfort in a time of distress
companionship	□□□ / □□□□□□□	the feeling of friendship or fellowship
emotion	□□□□□	a strong feeling
identity	□□□□□	the qualities that define who one is
nurture	□□□□ □□□□	to care for and help grow
creativity	□□□□□□□□□□	the use of imagination to create
comfort	□□□□□ / □□□□	a state of ease and relief

Solved Exercise (with Reasoning)

Q1. *Explain the idiom ‘feel blue’ and identify which figure of speech category it belongs to.*

Answer: ‘Feel blue’ means to feel sad; it is an idiom, a fixed expression whose meaning cannot be worked out from the individual words alone.

Reasoning: *Unlike a metaphor a reader can interpret freshly, an idiom's meaning is fixed by common usage and must simply be learned — recognising this distinction helps a reader know when a phrase needs a glossary rather than logical inference.*

Q2. *Why might personifying music as a friend (rather than, say, a ‘tool’ or ‘hobby’) change the emotional tone of a poem?*

Answer: Calling music a ‘friend’ implies loyalty, comfort, and emotional understanding — qualities a ‘tool’ or ‘hobby’ would not carry — making the poem feel warmer and more personal.

Reasoning: *Word choice in personification is deliberate: 'friend' activates associations of trust and companionship that shape how the reader feels about the subject being personified, a key reason poets choose one personifying noun over another.*

Q3. *Compose one original line personifying a different art form (dance, painting, or writing) as if it were a person offering support.*

Answer: Sample: ‘Painting listens when I have no words left to say.’

Reasoning: *This exercise checks whether the student can independently apply the technique of personification — giving a human quality, here 'listens', to a non-human subject — rather than only recognising it in someone else's poem.*

Unit 7 | Carrier of Words

Documentary article

A documentary article about Khetaram, a Gramin Dak Sewak (rural postal worker), delivering mail across Rajasthan's desert.

Reading Guide

Read the prose piece in your Kaveri textbook at the pages shown below. Use this table to guide your reading — it does not repeat the textbook's own text.

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	203–204	Look at pictures of people in the same profession and discuss in groups.
Reading for Meaning – Part 1	204–207	Follow Khetaram's daily journey across the desert.
Reading for Meaning – Part 2	208–210	Notice the village's welcome and the custom of offering jaggery.
Critical Reflection	210–211	Reflect on the emotional significance of Khetaram's work.
Vocabulary and Structures in Context	212–214	Study new words from the article.
Listen, Speak	215–219	Complete the listening and speaking tasks connected to postal history and communication.

Comprehension Questions

Q1. What is a Gramin Dak Sewak, and what particular challenge does Khetaram face because of where he works?

Q2. Describe the physical environment (desert, dunes, heat) Khetaram must travel through. Why do you think the article includes such vivid, specific detail?

Q3. What role does a mobile network provider play in the article's description of remoteness?

Q4. Why might a piece of jaggery be offered to Khetaram in the village? What does this custom suggest about how villagers value his work?

Q5. What might Khetaram feel about his job — frustration, pride, or both — based on the article's likely tone?

Q6. The article is called ‘Carrier of Words.’ What does this title suggest about the emotional importance of mail delivery, beyond its practical function?

Q7. In a world of instant digital messaging, what does Khetaram's work preserve that technology alone cannot?

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
pilgrim	□□□□□□□□□□□	a person who travels to a sacred place

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
dunes	□□□ □□ □□□□	hills of loose, wind-blown sand
hamlet	□□□□ □□□□ / □□□□□	a very small settlement
devoid	□□□□ / □□ □□□□	completely lacking in something
slumped	□□□□ □□□ □□□	sat or leaned heavily from tiredness
philately	□□□-□□□□ □□□□□□	the study and collection of postage stamps
disillusionment	□□□□□□	a feeling of disappointment after discovering the truth
admiration	□□□□□□□	respect and warm approval
frustration	□□□□□□ / □□□□□	annoyance at being unable to achieve something
significance	□□□□□	importance or meaning
delivery	□□□□□	the act of bringing something to a destination
summoned	□□□□□□ □□□	called or sent for

Solved Exercise (with Reasoning)

Q1. *Why might an article include a specific temperature (in degrees Celsius) when describing Khetaram's journey?*

Answer: A specific figure makes the heat concrete and measurable for the reader, rather than a vague word like 'hot', making the hardship feel more real and credible.

Reasoning: *Documentary writing often uses precise data (numbers, names, distances) to build authenticity and let readers judge the difficulty for themselves, rather than relying only on emotive adjectives.*

Q2. *Explain the custom of offering jaggery on receiving good news. What does it likely symbolise in the context of Khetaram's visit?*

Answer: In many Indian communities, offering something sweet marks good news or an auspicious moment; giving Khetaram jaggery likely marked the arrival of welcome news he had delivered.

Reasoning: *Understanding a cultural custom requires connecting the specific action (offering something sweet) to its broader social meaning (celebration or gratitude) — this detail shows how deeply embedded Khetaram's role is in the community's emotional life, not just its logistics.*

Q3. *What is 'philately', and why might it be mentioned in an article about a postal worker?*

Answer: Philately is the study and collection of postage stamps; it may be mentioned to show how mail and stamps carry historical and cultural value beyond simple communication.

Reasoning: *The presence of this term suggests the article steps briefly outside Khetaram's personal story to note a wider appreciation of postal history, reinforcing the theme that mail-carrying is meaningful, not merely mechanical.*

Q4. *Contrast Khetaram's mode of communication with a WhatsApp message. What is gained, and what is lost, in each?*

Answer: A WhatsApp message gains speed and convenience but loses the physical journey, human contact, and personal effort that make Khetaram's deliveries feel significant to villagers; his deliveries gain meaning and human connection but lose speed.

Reasoning: *This compare-and-contrast question requires weighing trade-offs (speed vs meaning) rather than declaring one mode simply 'better', reflecting the article's own nuanced, admiring tone toward a slow but human form of connection.*

Q5. *Rewrite this sentence in the passive voice: ‘Khetaram delivers mail across the desert villages.’*

Answer: Mail is delivered across the desert villages by Khetaram.

Reasoning: *Passive voice moves the object of the action (mail) to the subject position and uses a form of 'to be' + past participle ('is delivered'), shifting the sentence's focus from the doer to the action performed.*

Unit 7 (Poem) | Words

A poem celebrating the power of language, cautioning that words matter only when they are sincere.

Reading Guide

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	220	Discuss why words are important and how we communicate without them.
Reading the Poem	220–221	Read the poem and notice its claims about the value of words.
Check Your Understanding & Critical Reflection	221–225	Study the poetic devices used to make the poem's argument.
Vocabulary and Structures in Context	225–226	Study new words drawn from the poem.

Comprehension Questions

Q1. According to a poem like this, what condition must be met for words to hold real value?

Q2. Identify one example of hyperbole (deliberate exaggeration) such a poem might use to describe the power of words.

Q3. What responsibility does the poem suggest comes with ‘carrying the words of others’?

Q4. Why might a poem about ‘words’ itself be a good place for the poet to demonstrate careful, deliberate word choice?

Q5. Do you agree that insincere words lose their value, even if beautifully expressed? Give your opinion with a reason.

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
sincere	□□□□□□□□□ / □□□□□	genuine, without pretence
heartfelt	□□□□□□□ / □□□ □□	deeply and sincerely felt
communication	□□□□□ / □□□□□□□□	the exchange of information
responsibility	□□□□□□□□□□□	a duty to deal with something
meaningful	□□□□□□	having real importance or value
rhythm	□□	a regular, repeated pattern of sound
hyperbole	□□□□□□□□□□	deliberate exaggeration
alliteration	□□□□□□□□	repetition of initial consonant sounds

Solved Exercise (with Reasoning)

Q1. *A poem might suggest words are valuable only 'when sincere and heartfelt.' What is the difference between a sincere compliment and an insincere one, in terms of the speaker's intention?*

Answer: A sincere compliment reflects what the speaker genuinely believes or feels; an insincere one is said for effect, to please or flatter, without matching true feeling.

Reasoning: *The distinguishing factor is the intention behind the words, not the words themselves — two identical sentences can be sincere or insincere depending entirely on whether the speaker means it, which is exactly the point such a poem makes about value coming from feeling, not phrasing.*

Q2. *Explain the term 'alliteration' and give one original example (not from the poem).*

Answer: Alliteration is the repetition of the same initial consonant sound in nearby words; example: 'Peter picked a peck of pickled peppers.'

Reasoning: *The definition requires the repeated sound to occur at the start of words in close proximity — this creates a musical, memorable effect often used in poetry, tongue-twisters, and advertising slogans alike.*

Q3. *Why might a poet describe carrying someone's words as a 'responsibility'?*

Answer: Because relaying someone else's message accurately and with the right tone affects how that message is received — getting it wrong, through carelessness or exaggeration, can distort meaning or hurt trust.

Reasoning: *This connects the poem's abstract theme to a real communicative situation, like a messenger or a mediator — recognising this helps explain why the poem treats words not just as sounds but as a kind of trust exchanged between people.*

Unit 8 | Follow That Dream

Letter, from 'My Daughter, My Friend' by Irene Chua

A heartfelt letter from a mother to her teenage daughter, offering guidance about pursuing dreams responsibly.

Reading Guide

Read the prose piece in your Kaveri textbook at the pages shown below. Use this table to guide your reading — it does not repeat the textbook's own text.

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	231–232	Share your answers to questions about your own ambitions.
Reading the Letter	232–234	Read the letter and follow the mother's advice about pursuing a dream.
Check Your Understanding	234	Check your grasp of the letter's main points.
Critical Reflection	235–236	Reflect on whether the advice feels fair or demanding.
Vocabulary and Structures in Context	237–240	Study new words from the letter.
Listen, Speak and Write	241–244	Complete the listening, speaking, and writing tasks connected to ambition and career.

Comprehension Questions

Q1. According to the letter, what does it take, in terms of years and effort, to reach a 'world-class standard' in any field?

Q2. What does the mother likely mean by saying one must be 'singularly and intensively pursuing' a goal?

Q3. What 'cost' does the mother ask her daughter to count before committing to a dream — list at least two kinds you would expect to be mentioned or implied.

Q4. Why might the mother choose the format of a letter, rather than a face-to-face conversation, to share this advice?

Q5. The letter is likely to mention a tension between staying local and moving to a city for opportunity. What tension might this point to?

Q6. Do you think this kind of advice is realistic and fair, or too demanding for a teenager? Give your opinion with reasoning.

Q7. What is the significance of a letter being part of a real published collection, like 'My Daughter, My Friend', rather than a purely fictional one?

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
insight	□□□□□□□□□□□	a clear, deep understanding

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
singularly	□□□□□ □□□ □□ / □□□□□	in a single-minded, exclusive way
imperative	□□□□□□□□	absolutely necessary
plunge	□□□ □□□□□ / □□□□ □□□□	to throw oneself into an activity
sacrifice	□□□□□ / □□□□□□	giving up something for a greater goal
conviction	□□□□ □□□□□□□	a firm belief
financial	□□□□□□ / □□□□□□□	relating to money
pursue	□□□□□□ □□□□	to follow or chase after
ordinary	□□□□□□	not special or unusual
greatness	□□□□□□	the state of being great or exceptional
comfort	□□□□□□ / □□□□	a state of physical or mental ease
realise (a dream)	□□□□□ □□□□	to make something come true

Solved Exercise (with Reasoning)

Q1. *The letter likely states that greatness comes from ‘effort and sacrifice’, not talent alone. Do you agree with this claim? Support your view with one example (real or imagined).*

Answer: Answers will vary; a strong answer agrees or partially agrees and gives a specific example — for instance, a sportsperson who trains for years despite natural talent already being present.

Reasoning: *This is an argument-evaluation question: the student must take a position and justify it with evidence, developing critical thinking rather than simple comprehension, matching the letter's own persuasive, argumentative style.*

Q2. *What is the difference between ‘imperative’ and merely ‘important’? Use both words correctly in one sentence each.*

Answer: ‘Imperative’ means absolutely necessary, not just important, but essential and unavoidable. Sentences: ‘Regular practice is important for improvement.’ / ‘For a surgeon, precision is imperative.’

Reasoning: *The two words differ in degree — 'important' allows for a wide spectrum of significance, while 'imperative' signals urgency and necessity, often implying negative consequences if ignored.*

Q3. *Why might a mother write ‘By all means follow that dream’ rather than simply ‘You should follow your dream’?*

Answer: ‘By all means’ is a stronger, more encouraging phrase, expressing full and enthusiastic permission rather than a mild suggestion.

Reasoning: *Modal and idiomatic phrasing shapes the emotional force of advice — 'by all means' removes any hint of hesitation, showing the mother's whole-hearted support, which sets the letter's warm, encouraging tone from its very first line.*

Q4. *The mother asks her daughter to ‘count the cost’ before pursuing a dream. Rewrite this instruction as a piece of advice you might give a friend, in your own words.*

Answer: Sample: ‘Before you commit fully to something, think honestly about what you might have to give up — time, money, or comfort — to get there.’

Reasoning: *This paraphrasing exercise checks whether the underlying idea (realistic self-assessment before commitment) is understood well enough to restate in entirely new words, a stronger test of comprehension than simply defining 'cost'.*

Q5. *Identify whether such a letter is likely formal or informal in tone, and give two pieces of evidence for your answer.*

Answer: It is informal and personal in tone. Evidence: it is addressed to a first name, affectionately, and it expresses personal feelings and direct advice rather than official or business language.

Reasoning: *Letter tone is judged by salutation, vocabulary, and the closeness assumed between writer and reader — a personal letter between family members uses warmer, more direct language than we would expect in a formal or business letter.*

Unit 8 (Poem) | Believe in Yourself

A poem about facing challenges with courage and self-belief.

Reading Guide

Section	Kaveri Pages	What to Focus On (reading task)
Reflect and Respond	245	Imagine yourself facing a challenge, based on the image given.
Reading the Poem	245–249	Read the poem and follow its central message about courage.
Check Your Understanding & Critical Reflection	249–252	Study the poetic devices — symbolism, antithesis, rhetorical questions — used.
Vocabulary and Structures in Context	252–253	Study new words drawn from the poem.

Comprehension Questions

Q1. What is the poem's central message about facing difficulty, based on its title?

Q2. A poem like this might use a line such as ‘Will it pull you forward or push you back...?’ — what kind of question is this, and why might the poet use it?

Q3. Identify one proverb or saying (for example, ‘Speech is silver, but silence is gold’) such a poem's exercises might reference, and explain what antithesis means using this example.

Q4. What might the poem's use of symbolism add to its message about courage, compared to stating the message plainly?

Q5. Write one original sentence of encouragement you would give someone facing a big challenge, using the word ‘confidence.’

Hindi Vocabulary (□□□□ □□□□)

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
antithesis	□□□□□□□□□	a contrast between two opposite ideas
rhetorical	□□□□□□□□	asked for effect, not for a literal answer
symbolism	□□□□□□□□□	use of symbols to represent ideas
confidence	□□□□□□□□□□□	belief in oneself and one's abilities
courage	□□□□	the ability to face fear or difficulty
status quo	□□□□□□□□□	the existing state of affairs
imagery	□□□□□□□□□	descriptive, image-forming language

English Word	Hindi Meaning (□□□□□□ □□□□)	Simple Clue
tone	□□□□ / □□□□	the general attitude or feeling of a piece of writing

Solved Exercise (with Reasoning)

Q1. *What is a ‘rhetorical question’, and why might a poem about self-belief use one instead of a plain statement?*

Answer: A rhetorical question is asked for effect, not to receive a literal answer; using one invites the reader to reflect and answer for themselves, making the message more personal and engaging.

Reasoning: *Direct statements can feel like commands, while rhetorical questions involve the reader actively in the decision, which suits a poem trying to inspire self-motivated courage rather than simply instruct it.*

Q2. *Explain ‘antithesis’ using the example ‘Speech is silver, but silence is gold.’*

Answer: Antithesis places two contrasting ideas close together in a balanced structure (speech vs silence, silver vs gold) to sharpen the contrast between them.

Reasoning: *The balanced grammatical structure ('X is A, but Y is B') is what makes antithesis effective — it doesn't just state two opposite ideas, it structures them so the contrast is immediately visible, making the saying easy to remember and quote.*

Q3. *How might ‘status quo’ (a term meaning the existing state of affairs) relate to a poem encouraging self-belief and change?*

Answer: The poem likely urges the reader to move beyond the status quo (comfort, familiarity) rather than remain unchanged, since growth requires stepping past what already exists.

Reasoning: *Recognising a borrowed term like 'status quo' and its literal meaning helps explain why a poem about courage might reference it — self-belief is often framed as the force needed to break from a static, safe situation toward growth.*